*The Outsiders:* Final Writing Project

**Description:**

While reading *The Outsiders* by S.E. Hinton, we studied how conflict causes characters to change and how changes in our characters lead to theme. For your final writing project for this unit, you will write an expository essay that explains and describes the following:

* How a major conflict causes one character to change over the course of the novel
* How changes in one character help support a theme in the novel

Your essay will be **4 paragraphs** long and it will contain:

* An Introductory Paragraph with the following items:
  + Short summary of *The Outsiders*
  + Introduction to your character
  + **Thesis statement** (we will discuss this in greater detail!)
* Two Body Paragraphs with 2 pieces of textual evidence in each paragraph (quotes!)
  + #1: A description of the character before he changes
  + #2: A description of the conflict and how it causes the character to change
* A Conclusion Paragraph that describes:
  + How the character change supports a theme in the novel

**Prompts:**

**Choice #1:**

*The Outsiders* is a book full of conflicts that affect all of the characters involved. Choose one character from the novel and explain how a major conflict caused that character to change. How did this change help support a theme or lesson in the novel?

**Choice #2:**

*The Outsiders* is a novel that focuses on loyalties. Over the course of the novel, conflict causes some characters to develop into heroes and/or gallant role models with strong systems of loyalty. Choose a character and explain how a conflict caused him and his loyalties to change and develop. What theme or lesson resulted from this character’s transformation and why?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Category | 10 points | 8 points | 6 points | 4 points | 2 points |
| **Reading Comprehension of Key Ideas and Details** | The response demonstrates **full comprehension** of ideas stated explicitly and inferentially by providing an accurate analysis and supporting the analysis with **effective and convincing** textual evidence. | The response demonstrates **comprehension** of ideas state explicitly and/or inferentially by providing a **mostly accurate** analysis, and supporting the analysis with **adequate** textual evidence. | The response demonstrates **basic comprehension** of ideas stated explicitly and/or inferentially by providing a **generally accurate** analysis and supporting the analysis with **basic** textual evidence. | The response demonstrates **limited comprehension** of ideas stated explicitly and/or inferentially by providing a **minimally accurate** analysis and supporting the analysis with **limited** textual evidence. | The response demonstrates **no comprehension** of ideas by providing inaccurate or not analysis of **little to no** textual evidence. |
| **Writing Written Expression** | The response   * Addresses the prompt and provides **effective** **and comprehensive** development of the claim or topic that is **consistently appropriate** to the task by using **clear and convincing** reasoning supported by **relevant textual evidence;** * Demonstrates **purposeful** coherence, clarity, and cohesion, making it easy to follow the writer’s progression of ideas; * Establishes and maintains an **effective** style, attending to the norms and conventions of the discipline. | The response   * Addresses the prompt and provides **mostly effective** development of the claim or topic that is **mostly appropriate** to the task, by using **clear** reasoning supported by **relevant textual evidence** * Demonstrates coherence, clarity, and cohesion, making it **fairly easy to follow** the writer’s progression of ideas; * Establishes and maintains a **mostly effective style,** while attending to the norms and conventions of the discipline. | The response   * Addresses the prompt and provides **some development** of the claim or topic that is **somewhat appropriate** to the task, by using **some** reasoning and text-based evidence * Demonstrates **some** coherence, clarity, and/or cohesion, making the writer’s progression of ideas **usually discernible but not obvious** * Has a style that is **somewhat effective**, generally attending to the norms and conventions of the discipline. | The response   * Addresses the prompt and develops the claim or topic and provides **minimal development** that is **limited in its appropriateness** to the **task by using limited** reasoning and text-based evidence; or * is a developed, text-based response with   **little or no awareness**  of the prompt;   * Demonstrates **limited** coherence, clarity, and/or cohesion, making the writer’s progression of **ideas somewhat unclear**: * Has a style that has **limited effectiveness**, with **limited awareness** of the norms of the discipline. | The response   * Is **not developed** and/or **inappropriate** to the task; * **Lacks** coherence, clarity, and cohesion; * Has an inappropriate style, with **little to not** awareness of the norms of the convention. |
| **Writing Knowledge of Language and Conventions** |  | The student response to the prompt demonstrates **full command** of the conventions of standard English at an appropriate level of complexity. There may be a **few minor errors** In mechanics, grammar, and usage, but the **meaning is clear.** | The student response to the prompt demonstrates **some command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **occasionally impede understanding,** but the **meaning is generally clear.** | The student response to the prompt demonstrates **limited command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **often impede understanding**. | The student response to the prompt demonstrates **no command** of the conventions of standard English. **Frequent and varied errors** in mechanics, grammar, and usage **impede understanding.** |
| **Inclusion of all Parts of the Writing Process** |  |  | The student has **included all components** of his or her project with their final paper:   * Final Paper * Rough Draft * Outline | The student included only **portions** of the writing project with his or her final paper: | The student only included their **final paper**. |

Total Points: **34**